

**THE IMPLEMENTATION OF AUDIOBOOK IN TEACHING  
LISTENING TO THE ELEVENTH GRADE OF SMA  
MUHAMMADIYAH 1 PONOROGO**

**THESIS**



By:

**ERIKA OKTAVIA**  
NIM : 204190115

**ENGLISH LANGUAGE TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PONOROGO  
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**THESIS**

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**By:**

**ERIKA OKTAVIA**  
NIM : 204190115

**IAIN**  
**ENGLISH LANGUAGE TEACHING DEPARTMENT**  
**FACULTY OF TARBIYAH AND TEACHER TRAINING**  
**STATE ISLAMIC INSTITUTE OF PONOROGO**  
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This is to certify that *Sarjana's* thesis of :

Name : Erika Oktavia

Student Number : 204190115

Department : English Language Teaching

Title : The Implementation of Audiobook in Teaching Listening to  
the Eleventh Grade of SMA Muhammadiyah 1 Ponorogo

Has been approved by the advisor and is recommended for thesis examination.

Advisor

Dra. Hj. Ames Fitriani, M.Pd.  
NIP. 196901071999032001

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Acknowledgement by  
Head of English Language Teaching Department  
Faculty of Tarbiyah and Teacher Training  
State Islamic Institute of Ponorogo



Dr. Esti Yuli Widayanti, M.Pd.  
NIP. 197007192006042002



**MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC INSTITUTE OF PONOROGO**

**RATIFICATION**

This is to certify that *Sarjana's* thesis of:

Name : Erika Oktavia  
Student Number : 204190115  
Faculty : Tarbiyah and Teacher Training  
Department : English Language Teaching  
Title : The Implementation of Audiobook in Teaching  
Listening to the Eleventh Grade of SMA  
Muhammadiyah 1 Ponorogo

Has been approved by the board of examiners on

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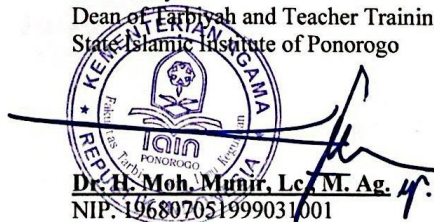
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Ratified by

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State Islamic Institute of Ponorogo

  
**Dr. H. Moh. Munir, Lc., M. Ag.**  
NIP. 196807051999031001

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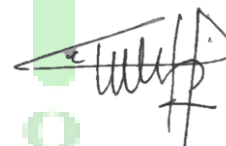
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Nama : Erika Oktavia  
NIM : 204190115  
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo  
Jurusan : Tadris Bahasa Inggris  
Judul : The Implementation of Audiobook in Teaching Listening  
to the Eleventh Grade of SMA Muhammadiyah 1 Ponorogo

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Nama : Erika Oktavia  
NIM : 204190115  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo  
Judul Skripsi : The Implementation of Audiobook in Teaching Listening  
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**Erika Oktavia**  
NIM.204190115

## ABSTRACT

**Oktavia, Erika.** 2024. *The Implementation of Audiobook in Teaching Listening to the Eleventh Grade of SMA Muhammadiyah 1 Ponorogo*. Thesis. English Language Teaching. Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Dra. Aries Fitriani, M.Pd.

**Keywords:** *Audiobook, Teaching, and Listening skills.*

Listening is an activity of audio feedback, in the form of words and sentences, going through the ears, and received and processed by the brain. In this era, audiobooks have migrated to the digital format and are recently well-known as audio books which publication in podcasts. Audiobook allows them to engage with the content of the text more deeply, and since comprehension is one of the important phases in able to understanding the text, audiobooks help to promote students can be useful media to help students who have difficulty learning from books and improve their literacy skills.

The aims of this research are (1) to explain the implementation of audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo. Furthermore, it also (2) identifies the advantages and disadvantages of the audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo.

This research was designed using qualitative descriptive. Data collection was collected through observation, interviews and documentation to gain the data related to the implementation of audiobook that can help class XI students understand English, especially in listening skills as well as the advantages and disadvantages of audiobook in teaching listening. Participants came from teachers and students of SMA Muhammadiyah 1 Ponorogo, for data analysis using Miles and Huberman's theory with data reduction, data presentation, and conclusion.

This research shows that (1) the implementation of this audiobook is the main task of the first act of the audiobook in the analytical exposition chapter, the students listen to the audio by scanning the QR code of the book package, and the teacher guides the students to listen to the story and the pronunciation carefully, and the students follow the instructions. After the first round of audio listening, students must complete the missing words from the analytical presentation text with the accompanying audio. If there are words they don't understand out loud, they can ask the teacher. Students then listen to the audiobook again and pay attention to the words they missed. The teacher also guides the students to listen to the audio based on the text of the book or story. After listening, the teacher asks the students to come and write the answers to the text they are working on. (2) Then, the advantages of an audiobook are flexibility in terms of time and learning content, creating a more dynamic learning environment, and open access to audiobooks in various everyday languages, increasing students' skills, vocabulary, and grammar. The disadvantages here are more indicative of the problems students experience when listening to audiobook, most students have difficulties such as distinguishing between words and sentences. Other difficulties include a lack of word vocabulary and pronunciation of different accents in the audiobook. Although some students are expected to be able to use audiobooks in listening sessions, they still need to be supported to deal with specific limitations.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language has four main aspects that must be learned by every individual, namely listening, reading, writing, and speaking. Listening is the initial stage in language<sup>1</sup>. So far, listening learning has been done both directly (through lectures or listening to listening materials) and indirectly (through the use of audio materials available on the internet). Unfortunately, delivery is sometimes problematic.<sup>2</sup> Teachers need to come up with engaging strategies to help children who struggle with listening while also grabbing their interest<sup>3</sup>. One of the media that can be implemented in supporting learning is by using audiobooks. Audiobooks for learning English make learning faster, easier, and more extensive and are available to students with different levels of language ability<sup>4</sup>.

Listening is receiving voice feedback in the form of words and sentences through the ear and then processed by the brain<sup>5</sup>. Students are still less able to understand foreign languages due to a lack of attention from the

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<sup>1</sup> Muhammad Arief Assiddiqhi and Rusdi Noor Rosa, 'Audiobooks Implementation in an EFL Listening Classroom', *Journal of English Language Teaching*, 10.1 (2021), 96–104 <<https://doi.org/10.24036/jelt.v10i1.111477>>.

<sup>2</sup> Novi Eka Susilowati and others, 'Developing an Audiobook for Listening Courseware', *International Journal of Emerging Technologies in Learning*, 16.7 (2021), 45–60 <<https://doi.org/10.3991/ijet.v16i07.21199>>.

<sup>3</sup> Rista Ayu Melani, 'Using Audiobook to Teach Reading Comprehension Narrative Text for Tenth Graders of Senior High School', *Retain*, 6.3 (2018), 177–83 <<https://ejournal.unesa.ac.id/index.php/retain/article/view/26175>>.

<sup>4</sup> Daviq Rizal and others, 'Audiobooks As Media To Increase Listening and Speaking Skills: A Qualitative Systematic Review', *ETERNAL (English, Teaching, Learning, and Research Journal)*, 8.1 (2022), 200–216 <<https://doi.org/10.24252/eternal.v8i1.2022.a14>>.

<sup>5</sup> Assiddiqhi and Rosa.



school. Listening is a continuous process that requires students to understand the message they are hearing<sup>6</sup>. Of the four talents, listening is the least understood and most ignored. Traditional instructional approaches disregard student accountability, authenticity, task-based learning, multicultural competency, and global shifts in English usage<sup>7</sup>. Using the media is one of the ways that teachers can address the problems of learning English in the field of listening. This is very important to do in class because the media offers an attractive stimulus to students and is an acceptable tool to help teachers present topics in an effective way in class.<sup>8</sup> In this respect, researcher argue that audiobooks are an effective tool for teaching listening.

An audiobook is a recording on CD or cassette of a reading of a book, typically a novel. In this era, audiobooks have migrated to the digital format and are recently well-known as audio books which publication in podcasts<sup>9</sup>. Students can get more involved with text content by reading audiobooks. Furthermore, because understanding is an important step in understanding the text, audiobooks can be a useful tool to help students who have difficulty learning from books and improve their literacy skills.<sup>10</sup> An excellent audiobook contributes to the characterization, subject, tone, and setting of the classroom<sup>11</sup>.

In the research that the researcher conducted at SMA 1 Muhammadiyah Ponorogo, the teacher used audiobook in teaching listening not too long ago.

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<sup>6</sup> Susilowati and others.

<sup>7</sup> Rizal and others.

<sup>8</sup> Rizal and others.

<sup>9</sup> Khairul Fajry, Endang Komariah, and Tengku Maya Silvianti, 'Audio Book: Teaching Listening Comprehension', *Research in English and Education (READ)*, 1.1 (2016), 62–70.

<sup>10</sup> Aiko Putri Tsany, 'The Implementation of Storynory Audiobook in Teaching Reading Narrative Text', *Jurnal Pendidikan Indonesia (Japendi)*, 2.7 (2021), 1707–15.

<sup>11</sup> Rizal and others.

With this audiobook, the fact is that the material is easier to understand so students can also be more trained to be able to focus on listening skills. An increase in this activity can change the way students learn from passive learning to an active way of learning so that it is easier to master or absorb the material taught by the teacher. Teachers always innovate and improvise in learning, meaning that teachers can make students study well. In this study the teacher chose the material in the book of chapter four, at that time the material being studied was considering these reason (analytical exposition). Based on my initial observations at SMA Muhammadiyah 1 Ponorogo, the researcher saw many interesting things in the learning process carried out by the English teacher there.

Researcher have seen that teaching teachers using the audiobook that it is known audiobook influence improving students' English learning abilities. The advantages of audiobook learners include being spoken by native speakers, perfect articulation and pronunciation, the best alternative for reading, accessible anytime, anywhere, and free online resources. The audiobook are effective in enhancing listening students' skills, that is because of the similar skills necessary for listening comprehension. However, the researcher also saw that most of the students experienced difficulties in listening skills when they heard different words or sentences from the audio in the book package from those conveyed by the teacher. It is known that some words in English have similar pronunciations but different meanings.

Therefore, this research is deemed necessary as a reference for using audiobook to train students to improve their skills in listening classes in schools

that have not used this audiobook. In this study, researcher are interested in analyzing more deeply about how to apply audiobook in teaching listening, especially to train students' listening skills at SMA 1 Muhammadiyah Ponorogo in the 2023/2024 academic year.

### **B. Focus of Study**

Based on the explanation in the background mentioned above, the researcher focused this research on the implementation of audio books in teaching listening to Eleventh Grade students of SMA Muhammadiyah 1 Ponorogo in academic year of 2023/2024. The class to conduct this research is the Eleventh Grade Science ( XI IPA 5) and Social ( XI IPS 2) of SMA Muhammadiyah 1 Ponorogo.

### **C. Statements of the Problem**

1. How is the implementation of the audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo?
2. What are the advantages and disadvantages of the audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo?

### **D. Objectives of the Study**

1. To explain the implementation of audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo?.
2. To identify what are the advantages and disadvantages of the audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo?

## **E. Significance of the Study**

The research hopefully can be useful as described below:

### **1. Theoretical Significances**

The finding of this research can be beneficial in the process of learning listening comprehension as well as information on how students comprehend to enhance listening comprehension.

### **2. Practical Significance**

#### **a. For the Teacher**

For teachers, might be used as an entertaining medium and direction on the efficacy of listening teaching and to boost student motivation in learning foreign languages.

#### **b. For the students**

This research can help more easily use audio book to improve listening skills by teachers.

#### **c. For the Institution**

Institutions will receive useful information about the implementation of audio book in listening skills. Audio book can be employed as innovative media for learning materials in the classroom learning process. It can be utilized not just for studying foreign languages, but also for other subjects. Especially for improving the quality of teaching and student listening.

d. For The Reader

Researcher hope to contribute to readers, especially students and teacher SMA Muhammadiyah 1 Ponorogo to be input in practice and learning process.

e. For the Future Researcher

This research will be valuable to other researcher as a guideline for future research to solve a similar problem.

**F. Organization of the Study**

As for the arrangement in this study, namely as follows:

Chapter I : this chapter contains background of the study, research focus, statement of the problem, objective of the study, significance of the study, organization of the study,

Chapter II : this chapter contains theoretical background, previous research finding, and theoretical framework.

Chapter III : this chapter contains research approach and design, research setting, data and data sources, procedure of collecting data, data collection technique, data analysis technique, data validation, and research procedure.

Chapter IV : this chapter explains the main research finding and discussion which present the common data that will be appear after do the research procedure.

Chapter V : this chapter discuss the conclusion of the research and some suggestion for the further study to make a better research after this.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Background

##### 1. Theoretical of Listening

###### a. Definition of listening

Listening is the ability to accurately receive and interpret messages in the communication process. Marleni states that listening is a language skill with a goal to understand spoken text, and build the language skill to communicate in the real situation. The active skill produces the language<sup>12</sup>. The learners know how to express the language. Meanwhile, Brown stated that listening is the activity of paying attention to and trying to get the meaning from something we hear<sup>13</sup>.

Marleni said that listening comprehension is the ability to understand the meaning of spoken text which is called the extensive listening of meaning focused listening which concerns the understanding of meaning with a top-down approach as the basic skill to master other language skills<sup>14</sup>. Therefore, comprehension will usually be found in the learner's mind. It is clear that listening comprehension is not only a process of indentifying sounds, but also a

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<sup>12</sup> L Marleni, 'Improving Students' Listening Comprehension of Narratives by Using Movies as Media at Grade XI IPA 5', *Research & Learning in Elementary and Early Education*, 1.1 (2015), 20–26.

<sup>13</sup> D. H. Brown, *Principles of Language and Teaching* (New Jersey: Prentice Hall Inc, 1994).

<sup>14</sup> Marleni.

process of catching the idea of the spoken text whether it is stated explicitly or implicitly.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning<sup>15</sup>. Listening comprehension is one of the most important skills to communicate. It is necessary to learn and apply listening strategies can help students to develop their listening comprehension skills, the teacher carry a big responsibility in this process either in or out of the classroom. Teachers have a huge impact on their students, either positive or negative, and it is the teacher's responsibility to create a friendly atmosphere to make the listening activities successful.

Listening is very much an active process of selecting and interpreting information from auditory and visual clues<sup>16</sup>. In this active process, students receive and construct information. Furthermore, Gilakjani and Sabouri defined listening comprehension as an interactive process in which listeners are involved in constructing meaning<sup>17</sup>. Moreover, listening is the most frequently used language skill. By listening, students can understand language. Listening is the most important skills for language learning because it can be mostly

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<sup>15</sup> Seyedeh Masoumeh Ahmadi, 'The Important of Listening Comprehension in Language Learning', *Journal of Research in English Education*, 1.1 (2016).

<sup>16</sup> A. Al Yakin and others, 'The Use of Dictogloss Technique on ELT Classroom: An Experimental Study of Student Listening Comprehension', *Proceedings of the 65th TEFLIN International Conference*, 65.1 (2019).

<sup>17</sup> Abbas Pourhosein Gilakjani and N. B Sabouri, 'Learner's Listening Comprehension Difficulties in the English Language', *Canadian Center of Science and Education*, 9.6 (2016), 123-33.

used in normal daily life and it develops faster than the other language skills, which indicates that it makes easy the development of the other language skills<sup>18</sup>. In addition, Yakin argue that in successful listening, understanding is not something that happens because of what a speaker says : the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means<sup>19</sup>. Listening is the process of understanding what others are saying through the speaker's accent, grammar, vocabulary, and phonological system such as pronunciation, intonation and stress.

b. Listening process

Listening is not only meant as the process of perceiving of audible symbols, but also the psychomotor process of receiving sound wave through the ear and transmitting nerve implulses to the brain<sup>20</sup>. It means that when the speaker produces sound as an input, the hearer catches the sound waves through the ear. Then, the brain processes the input in order to the hearer can construct the meaning of input. According to Nunan, listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating, and responding<sup>21</sup>.

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<sup>18</sup> Gilakjani and Sabouri.

<sup>19</sup> Yakin and others.

<sup>20</sup>S. Brown, 'Teaching Listening', *Education*, 5.1 (2006), 3–13  
<<https://doi.org/https://doi.org/10.1080/03004277708558854>>.

<sup>21</sup> David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004).



- 1) Hearing is a perception of sound, not necessarily paying attention, you must hear to listen, but you do not need listen to hear.
- 2) Paying Attention, it refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.
- 3) Understanding which consist of analyzing the meaning is what we have heard and understanding symbols we have seen and heard.
- 4) Remembering it means that an individual, in addition to receive and interpret the message has also added it to the minds' storage bank, which means that the information will be remembered in our mind.
- 5) Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.
- 6) Responding, a stage in which, according, to response, the speaker checks if the message has been received correctly and giving a good-feedback.

Based on the explanation above, listening was not only about hearing, but also paying attention, understanding, remembering, evaluating, and responding. However, the researcher focus only on remembering point because remembering are receiving and interpreting the message to the minds' storage bank, which means that the information will be stored in our mind. In addition, by having good

remembering ability, the students will have evaluate and responding ability as well.

c. Types of listening

Deriington & Groom stated five differences type of listening as following<sup>22</sup>:

1) Informative Listening

The aim of this listening is to learn, understand, and grasp information. The listener concentrates on the message being given. This may be the content of a lesson, direction, instruction, etc. this type of listening is considered a passive form of listening. In this case it is because the listener is not judging, critiquing, or evaluating the message. The listener just listens to understand it.

2) Appreciative Listening

Where the listener gains pleasure/satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectations.

3) Critical Listening

Where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker.

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<sup>22</sup> Chris Derrington and Barry Groom, *A Team Approach to Behavior Management* (London: Paul Chapman Publishing, 2004).

#### 4) Discriminative Listening

Where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc. where the listener may recognize and pinpoint a specific engine fault, a familiar laugh from a crowded theater or their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

#### 5) Empathic Listening

Where the listener tends to listen rather than talk. Their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient.

#### d. Teaching Listening

Teaching listening is important because it helps students understand spoken language, communicate effectively, and improve their overall language skills. It also develops critical thinking abilities and enhances cultural understanding. Good listening skills are valuable in real-life situations, such as work and social interactions. By teaching listening, the teacher equip students with essential skills that support their language development and prepare them for success in various contexts.

John Field in his book "Listening in the Language Classroom"

Use pre-listening activities to activate prior knowledge, employ techniques like bottom-up and top-down processing during the listening

task, and include post-listening activities to reinforce understanding.<sup>23</sup> The teacher also can integrate listening skills into real-world contexts, using authentic materials including audio, video, and other online resources, interactive tasks such as role-plays, and strategies like predicting, inferring and summarizing to enhance students' critical thinking ability.<sup>24</sup> Larry Vandergrift recommends teaching students listening explicitly, such as selective attention (focusing on relevant information) and self-monitoring (checking comprehension). Vandergrift suggests incorporating activities that encourage students to reflect on their listening experiences and identify effective strategies. He also emphasizes the value of providing feedback and opportunities for students to practice and refine their listening skills.<sup>25</sup>

In conclusion, teaching listening is important because it helps students understand spoken language, communicate effectively, and improve their overall language skills. Incorporating the activities and using authentic materials such as audio, video, and other interesting online resources so that students are interested in learning listening. The teacher can equip students with the necessary tools in order for the students to become proficient listeners. Through effective listening teaching, students can develop their language abilities and confidently engage in various contexts.

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<sup>23</sup> John Field, *Listening in the Language Classroom*, (Cambridge : Cambridge University Press, 2008) p.132

<sup>24</sup> Michael Rost, *Teaching and Researching Listening*, (New Jersey : Pearson Education, Ltd, 2011) p.281

<sup>25</sup> Larry Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening: Metacognition in Action*, (New York : Routledge, 2021) p.120

e. The difficulties in listening skill

The students often find difficulties in learning listening skills. Underwood explains, there are five problems in listening faced by the students in common<sup>26</sup>:

- 1) Listeners cannot control the speed of delivery. He says, “Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks”.
- 2) Listeners cannot always have word repeated. Commonly, in the classroom the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is difficult for the teacher to judge whether the students have understood any particular section of what they have heard or not.
- 3) Listeners have a limited vocabulary. The speaker may choose some words that the listeners are not know about. As a result, student of X-IPS grade at SMA Muhammadiyah 1 Malang in which the phenomenon showed that most students had difficulties in retaining the memory of the text in post listening session. It happened, because they forgot easily some new words that had been served by native speaker.
- 4) Listeners may lack contextual knowledge. Sharing mutual knowledge and common content make communication easier.

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<sup>26</sup> M. Underwood, *Teaching Listening* (London: Longman, 1989).

5) Students may have established certain learning habits such as a wish to understand every word. Teachers want the students to understand every word they hear by repeating and pronouncing words carefully, by grading the language to suit their level, speaking slowly and so on.

f. Aspect of listening comprehension

Fauzi proposed four factors which determine the learners' success in comprehension, they are : the listener, the speaker, content, and visual support<sup>27</sup>. The explanation can be seen the explanation bellow:

1) Listener

The listener, probably holds a central role in the listening process. If she has greater interest in the topic of the dialogues or the spoken texts, she gets more motivated to learn and her comprehension may improve considerably. She often tunes out topics that are not of interest. In addition to interest, background knowledge can also facilitate comprehension. The listener who processes sufficient knowledge of the topic usually understands the content better than that who does not.

2) Speaker

Additionally, the speaker also affects the listener's success in listening comprehension. A speaker's rate of delivery may be too

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<sup>27</sup> Iwan Fauzi and Putri Angkasawati, 'The Use of Listening Logs Through Whatsapp in Improving Listening Comprehension of Efl Students', *JOALL (Journal of Applied Linguistics & Literature)*, 4.1 (2019), 13–26 <<https://doi.org/10.33369/joall.v4i1.6773>>.

fast, resulting confusion on the part of the listener. She will have difficulties in making sense of an indistinct utterance that sounds like a numble to her. Consequently, adjusting the speaker's speed to the listener's level is important.

### 3) Content

Another factor determining comprehension is content, which is closely related to the aforementioned concept of background knowledge. Content that is familiar is easier to understand. The listener can grasp meaning easily if she has adequate previous knowledge on the subject of the dialogues or the text she hears.

### 4) Visual Support

Moreover, the presence of visual support-such as video, pictures, diagrams, gestures, facial expressions and body language-can improve her comprehension provided that she is able to correctly interpret it.

## 2. Theoretical of Audiobook

### a. Definition and history of Audiobook

The technological development of the audiobook began with spoken word recordings.<sup>28</sup> Not many of these survive from before 1914, and not until the 1930s were novels recorded in full length in Britain and the United States.<sup>29</sup> The term audiobook was first introduced in relation to audio cassettes. As a result of the mobility offered by the

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<sup>28</sup> Iben Have and Birgitte Stougaard Pedersen, *Digital Audiobooks New Media, Users, and Experiences*, (Taylor & Francis: Routledge, 2016), p3.

<sup>29</sup> M. Rubery, ed, *Audiobooks, Literature, and Sound Studies*. (New York and London: Routledge. 2011), p5.

Walkman and the integrated tape decks in most cars, audio cassettes quickly became the preferred medium for audiobooks. In the 1980s the digital compact disc slowly began to take over, and since 2002 audiobooks have been available for download (and later streaming) from the internet through compressed digital formats such as MP3.<sup>30</sup>

Even though audiobooks have been around for the past ninety years or so, it is only in the recent past that they have seen a significant increase in popularity. This rapid increase in popularity as the audiobook revolution or audiobook boom and they note that, until recently, this revolution of sound has been relatively unacknowledged. With the rise in online streaming, the access to digital audiobooks has become easier and more convenient. Various subscription-based apps such as Audible, LibroFM, and Storytel make streaming and accessing audiobooks easy and convenient.<sup>31</sup>

Audiobook is a book or story that's being narrated by professional narration and synchronized with an e-book text.<sup>32</sup> Audiobook is generally read with the aid of native speaker so because of this the students can pay attention to the proper pronunciation and listen to various accent. Audiobook also enhance literacy abilities by means of constructing vocabulary, increasing comprehension, encouraging independent, and offering models for fluent reading and

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<sup>30</sup> Iben Have and Birgitte Stougaard Pedersen

<sup>31</sup> Kaili Smith, *All Ears: An Examination of the Documentality of Audiobooks, Podcasts, and Oral Histories with Extended Research into the London History Workshop Centre Oral History Collection in Collaboration with the Museum of London*, September 2022.

<sup>32</sup> Lotta C. Larson, *E-Books And Audiobook*, International Literacy Association, September 2015, p169



listening, this means audiobook can be a good medium in teaching listening.

An audiobook as a sound recording of a book that is performed by a professional narrator or the author.<sup>33</sup> The students can get audiobook easily because it is in a form of recording, they could get it on the internet, MP3 player, CD, and so on. It can be a good media because you can carry it everywhere, for example you can download the file on the internet and listen to it while you exercise, dinning or whenever you have a free time. This means that audiobook is a good tool in teaching listening. Because of audiobook is usually read by native speaker so the students can listen the right pronunciation and also listen to the variant accent.

Before people could read and write, the only way to tell stories was through the spoken word. After more people became literate, reading aloud and oratory remained important, especially in churches and universities, where people 'believed reading alot to be essential to the appreciation of literature'<sup>34</sup>. Some text were written specifically to be read or sung out loud. There were also still many people that couldn't read and they were dependent on so-called 'mediated literacy': literate people that used their literacy for the benefit of the illiterate<sup>35</sup>. During

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<sup>33</sup> Iben Have and Birgitte Stougaard Pedersen

<sup>34</sup> M. rubbery, *The Untold Story of the Talking Book*, (Cumberland: Harvard University Press, 2016), p.6.

<sup>35</sup> A. Briggs and P. Burke, *A Social History of the Media: Form Guntenberg to the Internet*, (Cambridge, UK: Polity, 2005), p.27.

the Industrial Revolution, more and more people became literate and silent reading became a more common practice.

b. Why Use Audiobooks

Here are a few effective teaching strategies and tips for integrating audiobooks into the classroom by Janelle Cox, namely<sup>36</sup>:

1) Used Audiobooks Across the Curriculum

The best thing about audiobooks is that you can use them across the curriculum. They work well in all subject areas and grade levels. You can use them during read-alouds, to reinforce key concepts, to make more complex or difficult subjects like math and science easier to understand, to help build background knowledge, or to even develop and strengthen academic independence. When students are able to listen while they read along, you are providing them with a multisensory experience. This can help lessen the frustration for students who have a hard time understanding text materials.

2) Used Audiobooks to Develop Skills

Audiobooks help develop important skills such as fluency, comprehension, critical thinking, and listening. Here are a few tips for each skill.

- a) Fluency – When students listening to books read aloud multiple times, it can increase their reading fluency. Provide

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<sup>36</sup> M. Janelle Cox, *10 Ways to Make Learning Fun for Students* 10 Ways to Make Learning Fun for Students (ThoughtCo, 2019).

students with the opportunity to read and re-read the same audiobook to increase fluency and build their vocabulary.

b) Comprehension – Audiobooks help students who struggle with understanding what they are reading. To help build comprehension, have students retell the story after they have listened to it. You can also give students specific questions to listen for so they are reading and listening for a purpose.

c) Critical Thinking/Listening – Audiobooks can build students' critical thinking and listening skills. Here's what you can do. Give students a graphic organizer to fill out and record their thoughts. Have students summarize what they have listened to and retell it to a friend. Give students a specific task before listening to a book, then have them write down the answer after they have finished.

### 3) Make Audiobooks a Part of Your Classroom

Audiobooks can be used in a variety of settings: Whole class instruction, small group instruction, individual instruction, or learning centers. Here are a few tips on how to use them in each setting.

a) Learning Centers – Create an area in the classroom where students have access to the audiobooks so they can use them as a reward of during leisure time.

b) Whole Group – Allow time for students who struggle with print to preview the audiobook before whole group instruction.

- c) Small Group – Play and then replay audiobooks during small group instruction to reinforce key concepts.
- d) Individual Use – Use audiobooks for students who struggle with print, and allow these students to have access these books at the same time as their peers are reading plain print.

Audiobooks can be a very powerful tool to use in your classroom. If you haven't tried them already, give them a chance. You will see your struggling and reluctant readers transform as they discover a whole new world with the magic of books.

In another UK study, from Nielsen Book, convenience and multitasking is one category, so convenience seems to refer to being able to multitask in this study. In the 'reading for pleasure' report it states that 'convenience/multi-tasking is the most important factor causing people to listen to audiobooks more (46% of all audiobook consumers and 49% for heavy buyers).<sup>37</sup> Another thing that is mentioned is that listeners 'enjoy the narrative experience'; they 'find relaxing' and say it 'help to bring the book to life'.<sup>38</sup> The also find that listening to audiobooks 'gives them a new perspective on a book', but this is mostly said by heavy buyers, who relatively listen more to multi-cast dramatizations (which are not include in this discussion), which often have enhancements added to the story, such as music and sound effects-something that can give people a new perspective on a book if they have also read the paper version.

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<sup>37</sup> Woodley and Mantell, 'Reading for pleasure An Evidence Review', p.31.

<sup>38</sup> Woodley and Mantell, 'Reading for Pleasure An Evidence Review', p.22.

It is clear that the reasons for choosing an audiobook are not straightforward and clear-cut, and some may be counted as the seem reason. However, based on the survey results it is possible to make a list of the most common reasons. People read because:

- 1) They can listen whilst doing something else, i.e. multitask (listen whatever they are)
- 2) They can consume more books because multitasking is possible
- 3) They find listening to audiobooks relaxing
- 4) They are not able to read a book
- 5) They enjoy the narration
- 6) They find listening more enjoyable than reading.

c. Audiobooks and Teaching

As an audiobook expert and high school librarian. Children and young people live in a world where literature is changing into new and attractive forms. As the definitions of reading and the book are rewritten, new digital forms allow literacy to be reinterpreted. The ability to move seamlessly from image to text and sound is part of every young person's transliterated education.<sup>39</sup> As more children and young people have their smart technology and 1:1 technology school programs become more common around the world, opportunities for students to listen and learn will increase. Educators and librarians are wise to be aware of these benefits and take advantage of them. Because teachers are open environments, streaming audiobooks for young readers can be

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<sup>39</sup> Burkey, M. *Audiobooks for Youth: a practical guide to sound literature*, ALA Editions, (2012), 76.

found in a variety of places, including school libraries, public libraries, and digital audio providers.<sup>40</sup>

In particular, when it comes to the availability of audiobooks, classroom teachers are often the gatekeepers for students who choose audiobooks or lack the ability to use audiobooks in face-to-face instruction and provide students with listening opportunities in the classroom. Because listening has been shown to be an important part of learning and career readiness, literacy teachers must promote listening development in the context of supporting student learning.<sup>41</sup>

The following audiobook-focused classroom activities:<sup>42</sup>

- 1) Provide each child with a map specific to the book's setting and a highlighter pen.
- 2) Play Chapter 1 of the selected audiobook
- 3) Each time an important word is mentioned, highlight it.
- 4) After listening, lead a discussion about the significance of these places (or objects) to the story.
- 5) Offer listeners the opportunity to predict other places that may come into play in the story.

The visual note of listening sketching in its purest form is the creation of a personal visual story while listening to a speaker or reading a text. When playing a selection of audiobooks for students, ask them

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<sup>40</sup> Joy Court, *Reading by Right: Successful strategies to ensure every child can read to succeed*, (Facet Publishing, 2017), p177.

<sup>41</sup> Joy Court

<sup>42</sup> Joy Court, p178.

to listen for key details and imagine the symbols, telling them about favorite details that stand out in their minds. While listening, pause the audio occasionally so students can share their notes.

d. Advantages and Disadvantages of the audiobook

Audiobooks have several advantages. According to Sharon Grover and Lizette D. Hannegan claimed that<sup>43</sup>:

- 1) The use of audiobooks promotes vocabulary development, fluency, and comprehension.
- 2) Listening to audiobooks improves their ability to communicate what they are reading with others.
- 3) Provide demonstration of fluent reading and appropriate phrasing, intonation, and articulation.
- 4) Audiobooks enhance literacy skills, expanding comprehension capabilities, and encouraging independence.
- 5) Support struggling readers. As developing readers listen to audiobooks provide and follow along with a printed version of the story, they learn to match the sounds of oral language to their written counterparts this matching of sounds to symbols is the basis for reading instruction.
- 6) Audiobooks can also serve as an effective classroom management tool.

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<sup>43</sup> Sharon Grover, Lizette D. Hannegan, *Listening to Learn: Audiobooks Supporting Literacy*, (American Library Association, 2012), p10

Further, real benefits from audiobooks are provided that audiobooks offer more time for adolescents to read, model verbal fluency, and provide motivation to reluctant readers.<sup>44</sup>

#### 1) Audiobooks.

Audiobooks should factor into any comprehensive reading program. Educators who do not consider the benefits of this technology are ignoring an affective strategy for struggling and proficient readers alike<sup>45</sup>. researcher have found that using audiobook technology in the classroom has long been a viable instruction intervention for struggling readers<sup>46</sup>.

#### 2) Reading enjoyment an audio books.

An essential corollary to reading skill is reading enjoyment. If a student enjoys reading, they are generally found to have a high reading skill. It is plausible that the most insightful metric of reading skill is wether a person can describe the feeling of an internal movie playing in their mind<sup>47</sup>. It follow then that one of the most important function of any literacy program is to help students find joy in reading. Audiobooks has been found to be a viable strategy to increase joy of reading<sup>48</sup>. Audiobooks provide access to literature

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<sup>44</sup> Hett, K. (2012). Technology-support literacy in the classroom: using audiobooks and digital storytelling to enhance literacy instruction. *Illinois Reading Council Journal*, 40(3), 3-13.

<sup>45</sup> Serafini.

<sup>46</sup> Ryan Wagar.

<sup>47</sup> María Alcantud-Díaz and Carmen Gregori-Signes, 'Audiobooks: Improving Fluency and Instilling Literary Skills and Education for Development Audiolibros: Mejorar La Fluidez e Inculcar Habilidades Literarias y Educación Para El Desarrollo', *Tejuelo*, 20.January (2014), 111–25<[http://dehesa.unex.es/bitstream/handle/10662/4523/19888430\\_20\\_111.pdf?sequence=1&isAllowed=y](http://dehesa.unex.es/bitstream/handle/10662/4523/19888430_20_111.pdf?sequence=1&isAllowed=y)>.

<sup>48</sup> Alcantud-Díaz and Gregori-Signes.



otherwise too complex for struggling readers. Instead of using all their energy on decoding or defining meanings of words, audiobooks allow readers to focus on the story. In the book, *Listening to Learn*, the authors found that “avid readers who have regularly been read to are able to visualize a book’s actions in their minds, whereas alliterate students who have no recollection of being read to are unable to imagine text scenarios in their minds.

### 3) Reading Comprehension an Audiobooks.

The ultimate goal of reading a text is to gain meaning from that text. Reading comprehension skill and interest in the subject matter are then essential for leaning. Students with a high level of skill and text comprehension are more apt to become expert learners. This ability is extended into all content areas. Serafini describes the act of reading as one that permits tudents to learn new vocabulary and concepts<sup>49</sup>. The new vocabulary and concept material can then be applied to a variety of different reading materials and subject areas that can continue to expand a learner’s academic process.

### 4) Assisted Reading with Audiobooks.

Audio based reading programs have a long history, starting first with an instructional strategy known as assisted reading. Assisted reading includes a fluent model in the form of a teacher and an audio recording. The process of assisted reading first starts with a student listening to an audio recording of a text selection while also

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<sup>49</sup> Serafini.

reading a text-based version. Following this, the teacher reads the selection, and the student follows along with a text version. Finally, the student reads the selection individually without the use of an audio version. This process found positive gains in vocabulary and comprehension<sup>50</sup>. The assisted reading strategy, designed largely as an intervention rather than a primary mode of literacy, has changed throughout the years from human-only delivery to audiotope, to compact disc, and finally, to digital download.

#### 5) Current Best Practices.

Technology is a tool. When implementing a particular technology into the classroom, an educator needs to know what outcome they are fulfilling by integrating the technology into the lesson<sup>51</sup>. In a reading lesson, audiobook technology can fulfill a particular outcome if utilized in a strategic way.

Audiobook technology is most impactful when used in conjunction with the written text<sup>52</sup>. The technology enhances regular reading instruction; it does not take its place. When used in support of struggling readers, the student can listen to the audiobook and follow along with the printed text. As they are completing this activity, they learn to match the sounds that each written word makes. Similar to phonological instruction, the matching of symbols

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<sup>50</sup> Alcantud-Díaz and Gregori-Signes.

<sup>51</sup>Ann Holum and Jan Gahala, 'Critical Issue: Using Technology to Enhance Literacy Instruction', 2001 <[https://www.researchgate.net/publication/234590825\\_Critical\\_Issue\\_Using\\_Technology\\_To\\_Enhance\\_Literacy\\_Instruction](https://www.researchgate.net/publication/234590825_Critical_Issue_Using_Technology_To_Enhance_Literacy_Instruction)>.

<sup>52</sup> Holum and Gahala.

is one of the basics of reading instruction and is enhanced by audiobook technology<sup>53</sup>.

#### 6) Advantages

- a) Expose listeners to a variety of genres; meeting individual interests
- b) Audiobook can develop reading, comprehension, listening and critical evaluation skills.
- c) Audiobook can be listened everywhere.
- d) Develop understanding of correct pronunciation of English, dialects, and non-English words.
- e) Audiobooks provide authentic material recorded for general audience without consideration for non-native speakers,
- f) Teach critical listening.
- g) Introduction new vocabulary or difficult proper names or locales.
- h) Sidestep unfamiliar dialects or accents, old English, and old-fashioned literary style.

#### 7) Disadvantages

- a) It is based on the recording or the media used by the teacher in displaying the audiobook, if it is in a big classroom and the teacher use a speaker to display it but the speaker is in a poor condition so the sounds produced isn't clear it is sometimes difficult to consider whether all the students in the room can hear it or not.

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<sup>53</sup> Serafini.

b) Another disadvantages is from the tempo of the speaker is it too fast or too slow for the students. It means that audiobook media is more suitable to be used in an English laboratorium with headphone but not all school have them so the teacher have to make sure that the audio is clear enough for the students to hear. Teacher also have to find suitable speed in the audiobook for the students, because students have different capabilities in listening, so the teacher must consider very carefully the tempo used in that audiobook to fit all students, that's not too fast and not too slow.<sup>54</sup>

e. Procedure of teaching listening by using audio book

Smith provides the five procedure of using audiobooks as follows <sup>55</sup>:

- 1) Choose audiobook of the story that that slightly above students' listening levels.
- 2) The first playing, ask students to listen to the story and the Pronunciation.
- 3) After listen ones, listen again at the audiobook and pay attention to the words they did not know.
- 4) In the third, ask students to listen the story while following along on the book or the text of the story.
- 5) Now that the students understand what the words are saying, listen again more closely to things they did not notice at the first time,

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<sup>54</sup> Rose Brock, Ph. D, Why Listen? Using Audiobook to Support Literacy, Internet Article Of Listening Library, 2015.

<sup>55</sup> Alcantud-Díaz and Gregori-Signes.

like how to use a word in a sentence or how the Reader's voice sounds when they use a phrase.

## **B. Previous Research Finding**

1. Research conducted by Andi Hamzah Fansury et al with the title "Audio Books as Teaching Media to Blind Students in Learning EFL". The results of the study show that the implementation of audiobooks as teaching media for blind students in learning English can help students in the learning process. The implementation of the audiobook also increases student motivation in learning because it makes it easier for students to study anywhere and anytime<sup>56</sup>.
2. Research conducted by Daviq Rizal et al., with the title "Audiobooks as Media to Increase Listening and Speaking Skills: a Qualitative Systematic Review". The results showed that audiobooks assist students in strengthening their listening and speaking skills. An audiobook cannot replace a teacher and should be utilized in conjunction with other educational materials<sup>57</sup>.
3. Research conducted by Muhammad Arief Assiddiqhi & Rusdi Noor Rosa with the title "Audiobooks Implementation in an EFL Listening Classroom". The results showed that audiobooks are useful to invite students to act in all processes of learning progress, especially for listening comprehension. In preteaching, students are being motivated to get into the learning process. In whilst teaching activity, audiobooks turn rather tedious

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<sup>56</sup> Andi Hamzah Fansury, Nursamsilis Lutfin, and Susalti Nur Arsyad, 'Audio Books As Teaching Media To Blind Students in Learning Efl', *Klasikal : Journal of Education, Language Teaching and Science*, 1.1 (2019), 1–9 <<https://doi.org/10.52208/klasikal.v1i1.4>>.

<sup>57</sup> Rizal and others.

process such as listening to a nonnative speaker, to a more immersive process of listening activity because it would be done by native speakers, with a better intonation, and correct pronunciation<sup>58</sup>.

4. Research conducted by Izabela Sekscinska & Monika Olszanska with the title “the Importance of Audiobooks in English Language Teaching”. The results showed that Audiobooks appear to have a great educational value for foreign language teachers. They are a perfect vehicle for developing various language skills and increasing learners’ linguistic competence. Besides being a great pastime, they provide a vast range of possibilities to create various language tasks, and only the teachers’ imagination is the limit. Audiobooks have already become “one of the most popular sections of the library” and it is high time they entered English classrooms as well. Narrated by native speakers and for native English speakers, they are an authentic teaching material, whose value cannot be underestimated<sup>59</sup>.

5. Research conducted by Rizkuu Amalia Utomo & Faizatul Istiqomah with the title “Audiobook for Inclusive Students: Its Effective Practice”. The result of this study revealed that the process of the use audiobook for supporting references in learning English, the teacher introduces an audio application and then installing it on a blind students’ hand phone or laptop. The factor influencing the successful use of audiobook by the blind students there are two factors that are internal and external factor. Internal factor that influencing the success of blind students in English learning by using

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<sup>58</sup> Assiddiqhi and Rosa.

<sup>59</sup> Izabela Sekscinska, Monika Olszanska, ‘the Importance of Audiobooks in English Language Teaching’, *Pol. Journal Appl.Sci*, 4 (2018)

audiobook the existence of enthusiasm from within. External factor that from parents, teacher, caregivers, and also their friends. All of them always help the blind students when needed.<sup>60</sup>

### C. Theoretical Framework

A good theoretical framework explains the relationship or relationship between variables that are relevant to the problem. In addition, in writing it is necessary to explain the sources/references for obtaining variables and the reasons for selecting variables. The relationship between variables - independent, dependent, and if there is intervening and moderating - the relationship is elaborated. The theoretical framework can be visualized into a diagram that can make it easier for readers to understand. A good theoretical framework at least includes.<sup>61</sup>

In the thesis, a theoretical framework is a concept that describes how theorists might be tied to the elements that are recognized as significant difficulties. In this study, there are two variables: namely variable X stands for Audio Book, and variable Y for Listening skills.

There are two classes in this research. Class XI IPA 5 and class XI IPS 2. They are taught using the Cooperative Learning Approach with the Audio Book. This research will discuss how to use the implementation audio book in English classes, especially listening.

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<sup>60</sup> Risky Amalia Utomo, Faizatul Istiqomah, 'Audiobook for Inclusive Students: its Effective Practice', *Eltall (English Language Teaching, Applied Linguistics and Literature*, 1.1 (2020)

<sup>61</sup> Uma Sekaran, *Research Methods For Business: A Skill Building Approach* (New York-USA: John Wiley and Sons, Inc, 2003).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research applied a qualitative approach. Qualitative research is research that is used to understand people's experiences and reveal their perspectives.<sup>62</sup> Therefore, the researcher used qualitative research because the data is in the form of words and sentences, not related to numerical data and statistical analysis. In conducting this research, the researcher used descriptive qualitative research as the research design. Because researcher want to focus more on describing a realistic view in analyzing research results. In the descriptive style, the narrative is presented with a thorough description of the people and setting.

The researcher underlines that qualitative descriptive can be applied in this research because the researcher wants to describe more specifically the research that has been carried out in the field. In this research, researcher was analyzed the implementation of audio book in teaching listening to eleventh grade Ponorogo for the 2023/2024 academic year. Then the researcher interprets it and makes conclusions related to the research topic

#### B. Research's Role

The researcher as a key instrument: qualitative researcher gather information through their own research documents, behavioral observation or interview participants The researcher can use the protocol - an a means of

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<sup>62</sup> Johnson and Christensen, "*Educational Research*". London : SAGE Publications, Inc, 2012, p 157"), 16.



collecting data - but the researcher was those who actually collect the information. The researcher was not inclined to use or trust questionnaires or tools developed by others researcher.<sup>63</sup> To get the material for this research, the researcher intended to get information from some sources, the topic of the research was student-teacher interaction, teaching and learning, materials, notes and documentation during the interview. In other words, the data sources for this study were all elements of the teaching learning involving the teacher and student.

### **C. Research Setting**

The researcher conducted qualitative research at SMA Muhammadiyah 1 Ponorogo which is located on Jalan Raya Batoro Katong No.1 Ponorogo. This research was conducted for 3 months, from September to November 2023. This research was conducted in two majors, namely, Science class (XI IPA 5) and Social class (XI IPS 2). Each department class where 1 class contains 30 students. The reason why researcher conduct research in this school is that Early observations on the use of the implementation audio book can help class XI students understand English, especially in listening skills.

### **D. Data and Data Source**

#### **1. Data**

Data are facts or the results of observations of a natural phenomenon.

Data can be written or visual which has certain value as a consequence of direct observation of events or facts from phenomena that occur in the real

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<sup>63</sup> John W. Creswell, Research design : qualitative, quantitative, and mixed methods approaches 3th ed, (United States of America : SAGE Publications, Inc., 2009), 208.

world.<sup>64</sup> In qualitative research, words and actions are the primary data sources. Other data sources include documents, recordings, images, and other items. Due to this, participant observation, in-depth interviews, and documentation are the methods employed for data gathering. In this study, the researcher will examine how the implementation of audio book is used to teach listening skills. The information will then be written up.

## 2. Data Source

A collection of unorganized or raw text, numbers, or symbols is what is referred to as data. Mukhtar defines data sources as places where a researcher can get information or data for a study.<sup>65</sup> Data come from both primary and secondary data.

### a. Primary Data

Primary data is data obtained from the first source either from individuals such as the results of interviews or questionnaires. In this research primary data was obtained from interviews and observations.<sup>66</sup>

The next data source is an explanation of how the Audio Book is applied in listening classes, for students in Eleventh Grade at SMA Muhammadiyah 1 Ponorogo. The data in this research include the results of interviews about the implementation of audiobook the results of interviews about factors that hinder students and alternative solutions, observation results about the implementation of audio book in listening

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<sup>64</sup> Safrudin Chamidi, "Kaitan Antara Data Dan Informasi Pendidikan Dengan Perencanaan Pendididak", *Jurnal Pendidikan Dan Kebudayaan* Vol 10 (2004): 311–28."

<sup>65</sup> Mukhtar, *Metode Praktis Penelitian Kualitatif* (Jakarta: GP Press Group, 2013), 120.

<sup>66</sup> Sugiyono, "Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD" (Bandung: Alfabeta, 2005), p 105.

to the eleventh grade SMA Muhammadiyah 1 Ponorogo, lesson plan documentation, photo documentation during learning, and data related to the school profile and number of students. Data is taken from observations during English teaching at SMA Muhammadiyah 1 Ponorogo.

b. Secondary Data

Secondary data is the data that has been interpreted and recorded in a written source. Secondary data is also known as supporting data or the complement of main data that is used by researcher. Based on the secondary data gathered by observation, references found in books or documents, and visuals pertinent to the topic. The study problem's statement must be addressed by the data. Books, journals, and earlier research on the use of audio book in listening serve as the secondary data in this study. Other than that, secondary data from documentation includes geographic location, organizational structure, and conditions for both teachers and students.

**E. Data Collection Technique**

**1. Observation**

The observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site.<sup>67</sup>

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<sup>67</sup> John W. Creswell, Research Design: p181.

During this observation, the researcher took note of the students' circumstances in the classroom. In classes XI IPA 5 and XI IPS 2, this study aims to identify how students behave during listening comprehension lessons and throughout the instructional process. This observation also aims to find out how is the improvement of students' skills when the implementation of audio book in listening. After that, the researcher will make field notes and make in-depth observations with the English teacher how the implemented in class and then write everything down activities that occur in class during English lessons during the use of audiobooks in listening

## **2. Interview**

Interviews are data collection techniques that are carried out directly or indirectly with respondents through conversations and questions and answers to achieve certain goals.<sup>68</sup> The researcher generated interviews as the instruments to collect the data. The researcher conducted the interview with an English teacher and students in classes XI IPA 5 and XI IPS 2 Senior High School Muhammadiyah 1 Ponorogo in order to gather more information about how was the implementation of the Audiobook in learning.

The function of interviews in this research is to double-check the data and ensure that the data observed is truly valid. Apart from teachers, researcher also conducted interviews with 5 students in class Eleventh

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<sup>68</sup> Banister dkk, "*Pendekatan kualitatif Untuk Penelitian Perilaku Manusia*". (Poerwandari, 1998) p 145.

Grade (XI IPA 5) and (XI IPS 2). The interview that the researcher used was an unstructured interview, namely a free interview so that the researcher did not use a systematic interview guide, only explaining the problems he wanted to raise and in this research the author used interviews to obtain data about school conditions and obtain information about its implementation.

### 3. Documentation

Documentation is a final data collection technique. The act of noting something in writing, one's efforts or significant works of art.<sup>69</sup> In this research, documentation was collected when class XI IPA and XI IPS Senior High School Muhammadiyah 1 Ponorogo studied audio book during the learning process. Environmental photographs encountered during the teaching and learning process, school documents, lesson plan and written sources related to research should all be included. collected by the researcher. Documentation makes it easier for researcher to collect more information.

### F. Data Analysis Technique

Data Data analysis is the process of searching and compiling interview transcripts, field notes, and other materials that you collect systematically to increase your understanding of them and to enable you to present what you have found to another.<sup>70</sup> Qualitative analysis is an inductive approach.

According to Matthew B. Miles, A. Michael Huberman and Jhony Saldana,

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<sup>69</sup> Imam Gunawan, "*Metode Penelitian Kualitatif: Teori&Praktik*" (Jakarta: PT BumiAksara, 2015), 176.

<sup>70</sup> Hardani et al, "*Metode Penelitian Kualitatif & Kuantitatif*" Yogyakarta : (CV.Pustaka Ilmu Group), 2020 p 144."

qualitative method analysis has three steps in analyzing data; data reduction, data display, and drawing conclusions.<sup>71</sup>

## 1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choosing the main things, focusing on important things, searching themes and patterns.<sup>72</sup> First, researcher collected data about the implementation of audio book as a learning method in English lessons through interviews and documentation. The researcher then summarizes the data by noting important things related to the research and then transcribing the data. Irrelevant data not related to the research question were discarded. Irrelevant data is data that has nothing to do with the research theme but is related to the research. Next, after collecting and reducing the data, then researcher display the data in descriptive form.

## 2. Data Display

The second step is data display. A display is an organized and compressed collections information that enables conclusions and actions to be drawn.<sup>73</sup> In this analysis using narrative, this step is carried out by presenting a structured collection of information and possibly drawing conclusions, because the data obtained during the qualitative research process is usually in narrative form so it requires simplification without reducing its content. After the data is displayed, conclusions are drawn.

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<sup>71</sup> Jhonny Saldana Matthew B. Miles, A Michael Huberman, "Qualitative Data Analysis (United Kingdom: SAGE Publication, 2014), p 194."

<sup>72</sup> Sugiyono, "*Metode Penelitian, Pendekatan Kualitatif, Kuantitatif, Dan RD*" (Bandung: Alfabeta, 2005), p 201.

<sup>73</sup> Jhonny Saldana Matthew B. Miles, A Michael Huberman, "Qualitative Data Analysis (United Kingdom: SAGE Publication, 2014), p 194."

### 3. Conclusion and Verification Data

Validation refers to the proper process for answering research questions and research objectives, as well as research objectives and implications. In qualitative research, the characteristics of the conclusion are provisional. In this study, it is enough to draw conclusions by comparing observation and interview data. When the researcher returns to the field, the conclusions from previous data can be supported by validity and consistency, making them credible. Observation data is added to interview data to validate all data collected.<sup>74</sup>

The third step was the effort to look for meaning, and explanation made on the data that has been analyzed by looking for important things. This conclusion was arranged in the form of a brief statement and easy to understand by referring to the research objectives. Based on the data's reduction and presentation, the first conclusion was drawn. The conclusion can be changed if a new result with more support materializes. The researcher described and analyzed the data that had been condensed and displayed in this study in order to address the research issues.

#### G. Checking of Data Validation

Data validity is an important finding in research. In qualitative research, researcher use several techniques to validate research data. Therefore, researcher use triangulation to check the validity of the data. Triangulation is a technique for checking the correctness of data. According to Kasiyan Sutopo, there are four types of triangulation techniques, namely 1) data triangulation,

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<sup>74</sup> Iskandar, "*Metodologi Penelitian Kualitatif*" (Jakarta: Gaung Persada Press, 2009), 110."

2) researcher triangulation, 3) theoretical triangulation and 4) method triangulation.<sup>75</sup>

### **1. Data triangulation**

Data triangulation is the process of re-examining and comparing the information the researcher obtains from different types of data in order to reduce bias in the results. For example, comparing the results of interviews, questionnaires, and observations

### **2. Investigator Triangulation**

The ability of investigators to verify conclusions without prior discussion greatly enhances the triangulation or consultation of investigators among them. This is very important in data collection, reporting, and analysis to reduce bias.<sup>76</sup>

### **3. Theoretical Triangulation**

Theory triangulation uses theory to test a situation or phenomenon. The goal is to see a situation or phenomenon from a different point of view. In fact, the more different they are, the more likely it is that different problems or problems will be identified, and different theories are not necessarily the same or compatible.<sup>77</sup>

### **4. Methodological Triangulation**

Methodological triangulation uses methods to guide a particular situation or phenomenon. The goal is to tear down prejudice and flaws. The core strength of method triangulation is its ability to uncover significant

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<sup>75</sup> Kasiyan Sutopo, "Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa FBS UNY" ( Journal Uny) 2015.

<sup>76</sup> Kasiyan Sutopo, "Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa FBS UNY" ( Journal Uny) 2015.

<sup>77</sup> Kasiyan Sutopo 2015.



differences or relevant details that cannot be detected when analyzed using the method or data collection technique.<sup>78</sup>

## **H. Research Procedure**

In this research procedure, several procedures will be used, including:

### **1. Planning**

In this process, the research plan is organized, the institution—a school or class, for example—where the media will be used as an object of observation is chosen, the learning process in the classroom is observed, the instruments needed to support the researcher's valid data are prepared, and other research ethics-related steps are taken.

### **2. Data Analysis Procedure**

Researcher examined data, watched teachers and students while they learned, examined the findings of interviews, and examined the implementation of the audiobook in listening by students.

### **3. Research Report**

The researcher's writing is in the form of writing a qualitative descriptive thesis about "The Implementation of Audiobook in Listening."

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<sup>78</sup> Ibid, 2015.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. General Data

##### 1. History of SMA Muhammadiyah 1 Ponorogo

On August 1, 1963, SMA Muhammadiyah Ponorogo was established. The founders of SMA Muhammadiyah Ponorogo are Mr. Muhadi Abdul Salam, Mr. Mahmud his Sujuti, Mr. Komar Abdul Rojak, Mr. Sulamet Sharif, and Mr. Soe Marsono. SMA Muhammadiyah Ponorogo is situated on Batoro Katong Street No. 10 Ponorogo, occupying a 500 square metre space. This site also housed the Muhammadiyah Primary, Middle School, and Religious Education (PGA), which is why it is frequently referred to as the Muhammadiyah College Complex.

Mr. Soemarsono was SMA Muhammadiyah Ponorogo's first head. Finally, by virtue of the Muhammadiyah Leaders' Decree No. E.2/215-S.K./1979 of the Education and Culture Council for the East Java Region. When it first opened, there were just five pupils enrolled. From August 1, 1963, to January 17, 1997, Mr. Soemarsono served as the principal of Muhammadiyah 1 Ponorogo High School. Number 35/SK-MPK/1990 was the Principal of Mr. Soemarsono's second and final decree.

Twenty-two of Ponorogo's private high schools recognised SMA Muhammadiyah 1 in 1984. SMA Muhammadiyah 1 Ponorogo is able and entitled to conduct exams in this capacity. Additionally, SMA Muhammadiyah 1 Ponorogo participated in the 1985 accreditation process

run by the Ministry of Education and Culture's East Java Regional Office, with positive outcomes.

Private schools' institutional standing is crucial. With similar outcomes, SMA Muhammadiyah 1 Ponorogo was re-accredited by the Ministry of Education and Culture's Regional Office in 1994. Students have accomplished notable things on a national scale, such as taking first place in the Youth Scientific Writing competition in 1990. And, what made me even more proud of SMA Muhammadiyah 1 Ponorogo was having Drumband in 1986. Local development and a 2-floor laboratory and the purchase of land in the village of Kertosari, Babadan District, covering an area of 6000 m<sup>2</sup> have become a sign of the seriousness of SMA Muhammadiyah 1 Ponorogo residents to carry out the mandate of the Muhammadiyah organization.

## **2. Achievements of SMA Muhammadiyah 1 Ponorogo**

Some of the institutional achievements of SMA Muhammadiyah 1 Ponorogo that can be noted are;

- a. as a School implementing the 2013 Curriculum.
- b. as an Adiwiyata school 2014.
- c. as an East Java Muhammadiyah Superior School ranked 2.
- d. School of the 2022/2023 Academic Year Credit Program.
- e. MOU on School Development cooperation with Muslim schools in Pattani, Thailand.
- f. East Java Province Inclusive Education Organizing School.
- g. Child-Friendlyly School in Ponorogo Regency.
- h. School-accredited A with a score of 92 in 2021-2026.

- i. Muhammadiyah Excellent School in the Excellent School category in 2021.
- j. Library Accreditation with predicate A from the National Library of Indonesia in 2022.

### **3. Vision, Mission and Objectives of SMA Muhammadiyah 1 Ponorogo**

This school's vision and mission are as follows;

a. Vision

The Realization of Excellent, Civilized, Progressive and Environmentally Cultured Islamic Schools."

In line with this vision, SMA Muhammadiyah 1 Ponorogo has a vision that by 2025 it is expected to produce: Human beings who are noble, intelligent, and superior.

b. Mission

Based on the National Education Goals, Muhammadiyah Educational Goals and the guidelines of the East Java Muhammadiyah Elementary and Middle Education Council, the Mission of SMA Muhammadiyah 1 Ponorogo is:

- 1) Organizing educational services based on Islamic religious values.
- 2) Improving superior learning through innovative, interactive, fun, challenging, and motivating methods for students.
- 3) Instill the values of manners and manners.
- 4) Instill progressive values to welcome the 4.0 era through creative and innovative thinking in solving global problems.

- 5) Instill cultural values of clean living and environmental preservation through adiwiyata activities inside and outside of school.

c. Objective

- 1) Producing excellent graduates in the fields of IMTAQ and Science and Technology.
- 2) Realizing teachers and students who are creative, innovative, and achievers in the academic and nonacademic fields.
- 3) Produce students who have character and manners by Islamic culture.
- 4) Creating a culture of clean, caring, and loving the environment.
- 5) Turning schools into learning parks.

d. Goals

- 1) Producing excellent graduates in the fields of IMTAQ and Science and Technology.
- 2) Realizing teachers and students who are creative, innovative, and achievers in the academic and non-academic fields.
- 3) Produce students who have character and manners in Islamic culture.
- 4) Creating a culture of a clean, caring, and loving environment.
- 5) Turning schools into learning parks.

#### 4. Profil of SMA Muhammadiyah 1 Ponorogo

School Name	SMA MUHAMMADIYAH 1
NSS / NPSN	302051117002 / 20510139
Status	Swasta
Accreditation	Terakreditasi A
Accreditation Score	92
Address	Jl. Batoro Katong Kel. Nologaten Kec. Ponorogo Regency. Ponorogo, East Java
Postal Code	63411
Telephone Number	(0352) 481521
Fax	(0352) 481521

#### 5. The Organization Structure of SMA Muhammadiyah 1 Ponorogo

- a. Headmaster : Muh. Kholil, M.Pd.I.
- b. Vice Principal : Suprajitno
- c. Head of Administration : Agung Tribowo, SE
- d. Head of administration : Aris Mahendra, S.Kom
- e. Co. Students : Yusuf Hamdani Abdi, S.Psi.<sup>79</sup>

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<sup>79</sup> <https://smamuhipo.sch.id/> ( accessed 18 September 2023, 15.16)

## **B. Data Description**

Researcher conducted this study from September to November using observation and interviews. Researcher observed learning activities using Audio Books in class and interviewed on September 8 2023 with the English teacher at SMA Muhammadiyah 1 Ponorogo. In addition, researcher also conducted interviews with 3 students of grade XI IPA 5 and 2 students of grade XI IPS 2 to obtain further information.

Observations and interviews were used to collect descriptive data. Researcher conducted the first observation and interview with the English teacher on September 20 2023 before the start date of the research. This aims to determine the best way how to apply the audiobook in English learning and select classes for research based on recommendations from English teachers who teach audiobook.

The following is the presentation of the results of the study using interviews that have been conducted:

### **1. The Implementation of the Audiobook in Teaching Listening at SMA Muhammadiyah 1 Ponorogo**

Researcher made preliminary observations on September 20, 2023. In this observation, researcher met with Mrs. Siti Jannatussholihah to discuss the research schedule. Researcher also observed the school environment and student learning process. During the study, researcher observed interactions and conditions in the classroom. The data findings in this study relate to how the implementation of audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo. The findings of this study reflect the dynamics

of the use of audiobooks in the context of learning in schools, which involves the perspectives of teachers and students.

The results of the interview with Mrs. Siti Jannatussholihah, an English teacher at SMA Muhammadiyah 1 Ponorogo revealed that audiobook have become an integral part of listening in English learning. Teachers use audiobooks as an instructional tool and provide at least one chapter for each listening session unless the material does not require it. Where in one chapter there are 2-3 audio. As Mrs. Siti Jannatussholihah said:

“She said that she used one chapter with the audiobook, but sometimes she skipped it and moved on to the next chapter.”<sup>80</sup>

The researcher observed the students' learning activities from beginning to end. First, in the pre-activity, before the teacher enters the classroom, the teacher greets and invites the students to pray. Then, the teacher asked if there were absent students. The teacher then discussed the previous material for feedback. The teacher also asked about the students' understanding of the audiobook material.

Second, as the main activity of the first act of the audiobook in the analytical exposition chapter, the students will listen to the audio by scanning the QR code with the student's phone on the book package. The teacher will instruct the students to listen to the story and pronunciation carefully, and the students will follow the instructions.

After the first round of audio listening, the students are required to complete the missing words of the analytical exposition text using the

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<sup>80</sup> See the appendix 01/I/08-11/2023 of the Interview transcript



provided audio. If there are any words they don't understand by sound, they can ask the teacher. Then, students listen to the audiobook again and pay attention to the words they missed. The teacher also instructs the students to listen to the audio based on the text of the book or story. After finishing the listening, the teacher asks the students to come and write the answers to the text they are working on. This is important as it encourages the students to listen more carefully and catch anything they might have missed during their first attempt.

During the implementation of the audiobook, both positive reactions and difficulties were observed among the students. Mrs. Siti, an English teacher, employed various strategies to overcome these obstacles. One of the strategies used by the teacher was to offer practical solutions to the student's difficulties, such as slowing down the sound. As stated by Mrs. Siti Jannatussholihah:

“According to her, there are speed settings for audiobook. One of these settings is a slower speed option that can be used to understand the content better. However, during the exam, the audiobook is played 2-3 times without slowing down the audio speed.”<sup>81</sup>

The statement above is supported by the result of an interview with Renditya Alfian, which shows that repeated practice and exposure to audiobook can help improve listening:

“According to him, he slows down and revisits the studied material. It includes several concrete efforts that he has made to overcome these challenges.”<sup>82</sup>

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<sup>81</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

<sup>82</sup> See the appendix 02/I/09-11/2023 of the Interview transcript

Refiana also mentioned something similar. She stated that teachers who utilize strategy to slow down pace while teaching listening to audiobooks are extremely effective.

"According to her, one practical strategy of slowing down the audio helped improve her understanding of audiobook content."<sup>83</sup>

The research also found that students' listening comprehension can be significantly improved when using audiobook. Vera Aprilia also supported this. She said that increase is explained by the fact that the audiobook material used contains everyday language familiar to students:

"Some of us find a familiar language when we hear material from the audiobook, especially with words we like."<sup>84</sup>

Emphasizing everyday language in audiobook helps students better understand the content and makes it more accessible. Audiobook can be used not just as a learning tool, but also as a means to create a fun and relevant learning environment for students. By selecting engaging vocabulary, students' interest in the material can be increased, leading to a more enjoyable learning experience.

However, it's important to note that not all students have the same ability to handle the challenges that may arise during listening sessions. Muhammad Rifa'i also supported this. According to him, this may not significantly improve listening skills for some students:

"He mentioned that there has been no significant progress in listening."<sup>85</sup>

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<sup>83</sup> See the appendix 04/I/09-11/2023 of the Interview transcript

<sup>84</sup> See the appendix 06/I/10-11/2023 of the Interview transcript

<sup>85</sup> See the appendix 05/I/10-11/2023 of the Interview transcript

From the above data, it can be seen that the study indicates the implementation of audiobook in SMA Muhammadiyah 1 Ponorogo has a positive impact on student learning. Although some challenges were identified, such as difficulties in memorization and poor audio quality.

The above statement is the same as the results of observations made between September 20, 2023, and November 8, 2023. Before entering the classroom, the teacher greeted and invited the students to pray. After that, the teacher checked the attendance and discussed the previous material for feedback. Then, the teacher asked questions to assess the students' understanding of the audiobook material. Next, the teacher selected an audiobook or adapted it to the subchapter's material. The audiobook was a text analysis exposition, which required the students to complete incomplete sentences or answer questions. The main task for the students was to listen to the audio by scanning the QR code with the students' phone on the book package.<sup>86</sup>

The teacher instructed the students to listen carefully to the story and its pronunciation. If they encountered any words that they didn't understand, they could ask the teacher. Afterward, the students listened to the audiobook again and paid attention to the words they had missed. The teacher also instructed the students to listen to the audio while following the text of the book or story. Once they finished listening, the teacher asked the students to write the answers to the text they had been working on.

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<sup>86</sup> See the appendix 01/O/20-09/2023 of observation transcript

Through the use of audiobook as a learning tool in SMA Muhammadiyah 1 Ponorogo showed mixed responses from students regarding its effectiveness in improving their listening comprehension skills. While some students find audiobook helpful, others struggle with recalling the spoken words. It is crucial to find more effective solutions to ensure that all students benefit from this learning method and enhance their overall learning experiences.

## **2. Advantages and Disadvantages of the Audiobook in Teaching Listening at SMA Muhammadiyah 1 Ponorogo**

The use of audiobook in media education at SMA Muhammadiyah 1 Ponorogo has both advantages and disadvantages. The researcher aims to identify the benefits of using audiobook for listening comprehension. English teachers have their own opinions about the advantages and disadvantages of using it to teach listening. Based on the results of the interviews, several students also supported their English teachers' statements about the advantages and disadvantages of using an audiobook to teach listening.

### **a. Advantages**

Listening to audiobook has several advantages, despite concerns some people may have. Here are the advantages of using audiobook, this is something that Regina Apriani experienced firsthand:

“She said the audiobook helped her learn English in each chapter. In addition to listening, you also learn to read. In the previous 10th grade, the listening part came only from the teacher. However, the development is in the 11th grade, where teachers use audiobook to practice listening to native speakers.”<sup>87</sup>

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<sup>87</sup> See the appendix 03/I/09-11/2023 of the Interview transcript

Mrs. Siti stated that the introduction of audiobook was a gradual process to ensure that students at various grade levels could comprehend the content:

“The provision of audiobook is done in stages, taking into account the student's abilities. Students in Grade 11 are considered capable enough to listen to British-accented audiobook.”<sup>88</sup>

In the interview, Mrs. Siti expressed her belief that audiobook can be an incredibly useful resource for improving students' listening comprehension. Because audiobook can enhance literacy skills, expand comprehension capabilities, and encourage independence. She explained that the material presented through audiobook is generally easy for students to understand:

“The use of audiobook is beneficial for students because they are easily accessible, the chapters arouse the interest of students, and also students are happy when the material they are learning is easy to understand.”<sup>89</sup>

The student's opinions also supported the statement from Mrs. Siti. Renditya Alfian also felt some advantages in learning by listening to audiobook, which helped him understand:

“He explained that the ease of understanding varied from chapter to chapter. Some chapters were enjoyable to listen to, while others were challenging.”<sup>90</sup>

Other students experienced the benefits of using audiobook, such as improved listening comprehension and increased vocabulary. Regina Apriani also noted these advantages.

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<sup>88</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

<sup>89</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

<sup>90</sup> See the appendix 02/I/09-11/2023 of the Interview transcript

“According to her, one of them is the addition of new vocabulary. Where previously there was little vocabulary mastery, so after hearing part of the material expressed, it became a supplement.”<sup>91</sup>

Mrs. Siti also stated the advantages of audiobook that by using audiobooks, students' listening comprehension increases because the audio contains many familiar words:

“She explained that many of the words in the audio were familiar everyday language that could improve students' listening skills.”<sup>92</sup>

Another advantage is that it can also function as an effective classroom management tool. as stated by Mrs. Siti:

“She said it was very possible because it could improve students' listening comprehension and was easy to access.”<sup>93</sup>

The data above shows that the application of audiobook in teaching listening has several advantages. Researcher have concluded that the advantages of using audiobooks are as follows: Using audiobook is beneficial for students because they are easy to use, and the content varies from chapter to chapter, making it easier for students to comprehend. Additionally, new vocabulary and words are introduced, and the audio contains familiar everyday language, which can enhance listening skills. So, audiobook are effective classroom management tools.

#### b. Disadvantages

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<sup>91</sup> See the appendix 03/I/09-11/2023 of the Interview transcript

<sup>92</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

<sup>93</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

Besides the advantages of learning this audiobook, it also has its disadvantages. The disadvantages here are more indicative of the problems students experience when listening to audiobook, as indicated by the results of the interviews, one student named Renditya Alfian expressed difficulty in learning to listen to audiobooks due to the speed of sound:

“He said that the difficulty level of most students depends on the playback speed of the audiobook.”<sup>94</sup>

In the student's statement about listening difficulties, Mrs. Siti emphasized that the students had no issues in using audiobooks. Additionally, she mentioned that the audiobooks come with an option to adjust the speed to "slow" which can help students better understand the content:

“So far, there have been no major difficulties with learning while using audiobooks. In audiobook learning, you can choose the speed so that if the students are confused by the concern of the native speaker, the teacher gives the option to play the audiobook or slow down the speed.”<sup>95</sup>

However, other students also experienced the same difficulty, one of the students, Regina, expressed her difficulty due to lack of comprehension and word control. As stated in the interview:

“She mentioned that she faced these problems several times, which made it hard for her to comprehend and lack of vocabulary mastery.”<sup>96</sup>

Student's difficulties in learning through audiobook also to students' internal factors, such as vocabulary control, as Vera reveals:

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<sup>94</sup> See the appendix 02/I/09-11/2023 of the Interview transcript

<sup>95</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

<sup>96</sup> See the appendix 03/I/09-11/2023 of the Interview transcript

“She said the main obstacle is that the student only has limited knowledge of English vocabulary.”<sup>97</sup>

In addition to internal factors, there are other difficulties, as noted by one of Refiana's students, who experienced difficulties with differences in words, phrases, and sentences:

“She finds difficulty telling the difference between words, phrases, and sentences. According to her, all three have their characteristics.”<sup>98</sup>

Mrs. Siti also states several disadvantages of implementing audiobook the students have difficulty distinguishing between words, phrases, or sentences. Especially in conversation or dialogue:

“She said that by completing the incomplete sentences, students can match the correct words to complete the sentence. But when it comes to long or short questions, they have some difficulty.”<sup>99</sup>

In addition to the opinions of the teacher and other students, there were other difficulties, namely, the pronunciation of different native speakers has its characteristics, and every native speaker has a different speaking rate. This causes obstacles for students to listen to it. As Regina said:

“Sometimes, it is difficult for us to understand what native speakers say because the pronunciation is unclear.”<sup>100</sup>

Other students also felt, as Muhammad Rifa'i said, that he found it difficult to remember that the pronunciation of native speakers was too fast for him. Muhammad Rifa'I Pamula stated that

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<sup>97</sup> See the appendix 06/I/10-11/2023 of the Interview transcript

<sup>98</sup> See the appendix 04/I/09-11/2023 of the Interview transcript

<sup>99</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

<sup>100</sup> See the appendix 03/I/09-11/2023 of the Interview transcript



“It is difficult for us to remember the information conveyed while playing an audiobook because we think it is difficult to understand what is conveyed.”<sup>101</sup>

Despite the challenges, Mrs. Siti concluded that most of the students had become proficient in using audiobooks during listening sessions. As Mrs. Siti said below:

“She said that based on what it seems, most students already know how to use audiobooks during listening periods. However, some need additional support, difficulty distinguishing between words and sentences. Adjustments and learning processes will continue to ensure that all students can effectively manage the use of audiobooks.”<sup>102</sup>

From the interview data of several students above, it can be concluded that most student has the most difficulties using the audiobook, mostly students have difficulties such as distinguish between words and sentences. Other difficulties include a lack of word vocabulary and pronunciation of different accents in the audiobook, so there is an ongoing process of adaptation and learning so that all students can use audiobooks effectively.

## **C. Discussion**

### **1. Discussion of The Implementation of the Audiobook in Teaching Listening at SMA Muhammadiyah 1 Ponorogo**

Listening is a compulsory part of learning English in addition to reading, writing, and speaking. Listening is the ability to accurately receive and interpret messages in the communication process. The listener plays a key role in understanding what others are saying using the speaker's accent,

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<sup>101</sup> See the appendix 05/I/10-11/2023 of the Interview transcript

<sup>102</sup> See the appendix 01/I/08-11/2023 of the Interview transcript

grammar, vocabulary, and phonological systems, such as pronunciation, intonation, and stress. When learning English, listening also includes using media. The use of media in the classroom is very important because media is the interest generator of students and a suitable tool that helps the teacher deliver materials to students effectively. SMA Muhammadiyah 1 Ponorogo is one of the schools that use audiobook as a teaching tool in listening as a subject in English subjects taught by Mrs. Siti Jannatussholihah.

Audiobook are significantly integrated into the listening sessions, which brings to the teaching at SMA Muhammadiyah 1 Ponorogo. Teachers also report that audiobooks have become an important part of the course, offering at least one chapter at a time, although sometimes it is skipped depending on material requirements. Using audiobooks in learning helps students develop listening. The audiobooks cannot replace a teacher and should be used, in conjunction with other educational materials. Using audiobooks to learn English is a great way to have fun while improving your students' listening skills. In addition, the audiobooks also help students improve added vocabulary skills.

The researcher used the Joy Court theory to analyze this study. According to Court, the ability to move smoothly from image to text and sound is part of a student's transliteration. As more students have intelligent technology and this technology school program opens up opportunities for students to listen and learn, it will increase. Especially regarding the availability of audiobooks, classroom teachers are often the gatekeepers for students who choose and use audiobooks in face-to-face teaching and offer

students listening opportunities in class. <sup>103</sup>Joy Court further explained that when implementing audiobooks in the classroom, ask them to listen for important details and imagine symbols telling them about favorite detail that stand out in their minds. Pause the audio occasionally as you listen so students can share their notes. In this class, the teacher doesn't pause the audio, but the audiobook has a slow option so that the audio doesn't have to be paused, and the teacher helps if the students do not understand what the audio is saying.

The purpose of using audiobook is to improve students' listening skills, such as adding new vocabulary, improving speaking skills, and supporting the improvement of foreign language listening. Audiobook have a significant contribution to students' listening comprehension skills, considering the practical application of audiobooks in the classroom to support the material taught by the teachers of SMA Muhammadiyah 1 Ponorogo. However, when using audiobook, teachers must consider factors such as audio quality, the tone and speed of the narrator, and the difficulty level of the book.

From the statement above, researcher can find that there are many uses of audiobook in listening lessons that help teachers in teaching. Teaching English is one of the challenges for teachers because there are still many students who have not mastered English lessons. As a teacher, of course, there are many demands to be creative in teaching, and the teacher must also have a strategy for teaching the English teacher at SMA Muhammadiyah 1

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<sup>103</sup> Joy Court, *Reading by Right: Successful strategies to ensure every child can read to succeed*, (Facet Publishing, 2017), p177.

Ponorogo believes that applying audiobook will create good results, the application of audiobook to teaching listening comprehension brings some good results in the student learning process. Before the was implemented, students did not understand the lesson in listening, but after implementing the audiobook received positive feedback from students and improved listening comprehension for English.

Several students who felt the use of audiobook in their classroom indicated that this helped them in their English lessons, especially in listening. Implementation of this audiobook as a better substitute material for use in the classroom. So, illustrations from native speakers give students the correct pronunciation of words and increase vocabulary mastery. Several students experienced this in their interviews.

As known, the audiobook is a book or story that is read by professional narrators, using the highest quality recording technology. Audiobook enhance literacy skills by building vocabulary, expanding comprehension capabilities, encouraging independence, and providing models for fluent reading. It means that audiobook is a good medium for teaching listening. The audiobook is usually read by a native speaker, so students can hear the correct pronunciation as well as the accent of the variety. And also the students can easily get the audiobook, they can get it from the internet with the help of MP3 player forms, CDs, etc.

From the discussion above, the researcher can interpret that the implemented audiobook by the teacher application of audiobook in English Language Learning SMA Muhammadiyah 1 in Ponorogo helps

teachers in teaching listening. Plus, there are reasons to use an audiobook. Audiobooks help develop important skills such as fluency, comprehension, critical thinking, and listening. Implications of these findings highlight the need for more contextual and personalized learning, including pacing audiobooks, developing effective practice strategies, and providing adequate support to make students' learning experiences more productive.

## **2. Discussion of Advantages and Disadvantages of the Audiobook in Teaching Listening at SMA Muhammadiyah 1 Ponorogo**

An audiobook is a sound recording of a book that is performed by a professional narrator or the author.<sup>104</sup> Because audiobook is usually read by native speakers, listening the ability to recognize and understand what others are saying, requires understanding the speaker's accent or pronunciation, grammar and vocabulary, and understanding his meaning. In using audiobooks, there will be benefits in it. These benefits can be in the form of advantages and disadvantages. The teacher at SMA Muhammadiyah 1 Ponorogo outlined some of the advantages and disadvantages of this strategy. Statements from teachers in class were also supported by statements from students in class XI IPA 5 and XI IPS 2.

First, a significant advantage of using the audiobook is the flexibility in terms of timing and learning content. Teachers can routinely incorporate audiobooks into every listening session, providing the flexibility to adapt to time constraints and learning content needs. Another

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<sup>104</sup> Iben Have and Birgitte Stougaard Pedersen, *Digital Audiobooks New Media, Users, and Experiences*, (Taylor & Francis: Routledge, 2016).

recognized benefit is the ability of audiobooks to enrich students' learning experiences by presenting more interesting and relevant materials to their daily lives. This has successfully increased students' learning motivation, creating a more dynamic learning environment.

Second, audiobooks open access to various everyday languages, helping students become accustomed to variations in accents and speaking styles. So, when students meet strangers with different accents, they can understand what is being said because they are used to hearing it through audiobooks. Therefore, audiobooks not only enrich the learning content but also broaden students' understanding of different forms of language used in everyday life.

Third, the advantage that is the main thing in introducing audio books in learning English in the classroom. According to Ms. Siti, an 11th-grade English teacher, using this audiobook will increase students' skills and students' vocabulary and grammar. There are many words in the English language with the same spelling but different pronunciations that were learned from audiobooks. Additionally, the real benefits of audiobooks are that they give young people more time to read, model oral fluency, and motivate reluctant readers.

From the explanation above, the researcher can find the benefits of audiobook in teaching listening at SMA Muhammadiyah 1 Ponorogo. The advantage of audiobooks is that they are a very effective tool because by using audiobook, teachers can encourage students to participate in class. This is the same as the benefits of audiobooks explained by Sharon Grover

and Lizette D. Hannegan.<sup>105</sup> For them, using audiobooks improves vocabulary, fluency, and comprehension. As a demonstration of reading fluency and proper phrasing, intonation, and articulation, developing readers can listen to the accompanying audiobook and follow along with the print version of the story to learn a lot about the sounds of spoken language compared to the written version. This allows the class teacher to participate as a listener and move around the class to help students who may need help with unclear words.

However, challenges were also observed in the implementation of audiobooks. The disadvantages here are more indicative of the problems students experience when listening to audiobook, which some students thought was too fast. But, there is a point of view that emphasizes that audiobooks offer the ability to adjust the speed ("slow"), which helps to understand the content. Limited English comprehension is also a barrier for some students, making it difficult to explain what they hear. At the same time, the students' answers reflect different opinions about the creativity of the audiobook material and the pleasure of using it. The second difficulty is students' ability to distinguish words, phrases, or sentences, especially when listening to long conversations. While the majority of students do not experience significant difficulties, some of them require additional strategies, such as slowing down the audiobook speed or providing additional explanations, to help them overcome these difficulties. Additionally, sound quality is critical in the use of audiobooks.

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<sup>105</sup> Sharon Grover, Lizette D. Hannegan, *Listening to Learn: Audiobooks Supporting Literacy*, (American Library Association, 2012).

Despite efforts to enhance learning motivation through audiobooks, the majority of respondents feel there's no significant improvement in listening comprehension skills after using audiobooks. Some students even see the written text as a tool to better understand the material. Recording quality is also considered a crucial factor affecting the learning experience, where poor recordings can disrupt concentration and optimal understanding.

From the explanation above, the disadvantage of the audiobook is mainly related to the ability of the students to separate words, phrases, or sentences, especially when listening to long conversations. This means that teachers also have to find strategy when using audiobook for the students because students have different capabilities in listening so the teacher has to make sure that the audio is clear for the students to hear, and the teacher must consider very carefully the tempo used in that audiobook to fit all students. Although some students are expected to be able to use audiobooks in listening sessions, they still need to be specifically supported to deal with specific limitations.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. The implementation of this audiobook is the main task of the first act of the audiobook in the analytical exposition chapter, the students listen to the audio by scanning the QR code of the book package, and the teacher guides the students to listen to the story and the pronunciation carefully, and the students follow the instructions. After the first round of audio listening, students must complete the missing words from the analytical presentation text with the accompanying audio. If there are words they don't understand out loud, they can ask the teacher. Students then listen to the audiobook again and pay attention to the words they missed. The teacher also guides the students to listen to the audio based on the text of the book or story. After listening, the teacher asks the students to come and write the answers to the text they are working on.
2. The advantages of an audiobook are flexibility in terms of time and learning content, creating a more dynamic learning environment, and open access to audiobooks in various everyday languages, increasing students' skills, vocabulary, and grammar. The disadvantages here are more indicative of the problems students experience when listening to audiobook, most students have difficulties such as distinguishing between words and

sentences. Other difficulties include a lack of word vocabulary and pronunciation of different accents in the audiobook. Although some students are expected to be able to use audiobooks in listening sessions, they still need to be supported to deal with specific limitations, so that all students can benefit from this learning and improve their overall learning experience.

## **B. Suggestion**

After getting the research results in this study, the researcher would like to provide several suggestions as follows:

### **1. For the English Teacher**

The researcher recommend that teachers be more attentive to monitor students who find the voice too fast for some students, and students' ability to separate words, phrases, or sentences, especially when listening to long conversations. In addition, teachers need to be more creative in teaching listening using audiobooks so that all students can benefit from this learning method and improve their overall learning experience.

### **2. For Students**

The researcher suggests students to be more diligent, confident, and disciplined when learning listening comprehension so that they can improve their skills in listening comprehension.

### **3. For Readers**

The researcher hopes that this research can be useful for the readers to increase their knowledge of learning using the audiobook.